

OUR MISSIONS: Love of learning – Grow Spiritually – Foster Respect – Serve our Community – Opportunity to Flourish – Prepare and Equip					
Year 5		History			
Autumn – Victorians		Summer – Vikings			
<p>Key Skills:</p> <p>Pupils show factual knowledge and understanding of aspects of the history of <b>Britain</b> and the wider world.</p> <p>They use this:</p> <ul style="list-style-type: none"> <li>to describe characteristic features of past societies and <b>periods</b>,</li> <li>and to identify changes within and across different periods</li> <li><u>describe some</u> of the main events, people and changes.</li> <li>give <u>some</u> reasons for, and results of, the main events and changes. <u>With support</u>, they understand cause, effect and consequence.</li> <li><u>Start to understand</u> that aspects of the past have been represented and interpreted in different ways.</li> <li>are beginning to select and combine information from <u>sources provided</u>.</li> <li><u>identify sources</u> that are useful for particular tasks.</li> <li>are able to <u>select and organise</u> information from a range of sources.</li> <li>are <u>beginning</u> to produce structured work, making appropriate use of dates and terms.</li> </ul>		<p>Key Skills</p> <p>Pupils show factual knowledge and understanding of aspects of the history of Britain and the <b>wider world</b>.</p> <p>They use this:</p> <ul style="list-style-type: none"> <li>to describe characteristic features of <b>past societies</b> and periods,</li> <li>and to identify changes within and across different periods</li> <li><u>describe some</u> of the main events, people and changes.</li> <li>give <u>some</u> reasons for, and results of, the main events and changes.</li> <li><u>With teacher support</u>, begin to make connections between cause, effect and consequence.</li> <li><u>Understand</u> that aspects of the past have been represented and interpreted in different ways and start to discuss and evaluate their reliability.</li> <li>are beginning to select and combine information from <u>sources provided</u>.</li> <li><u>identify sources</u> that are useful for particular tasks.</li> <li>are able to <u>select and organise</u> information from a range of sources.</li> <li>are <u>beginning</u> to produce structured work, making appropriate use of dates and terms.</li> </ul>			
<p>Key Question(s):</p> <p>Why did people move from rural locations to the towns and cities?</p>		<p>Key Question(s):</p> <p>Why did the Vikings settle in different places?</p>			
<p>Learning</p> <p>Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. the changing power on monarchs using</p>	<p>Activities</p> <ul style="list-style-type: none"> <li>Learn about Queen Victoria and study her family tree.</li> <li>Learn about the Victorian class system including a comparison between a</li> </ul>	<p>Learning</p> <p>Pupils should be taught about: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>Activities</p> <ul style="list-style-type: none"> <li>Learning about why the Vikings settled in different places in Britain and to structure their answer as an essay question.</li> </ul>		

<p>Victoria as a case study AND a significant turning point in British history – the first railways.</p> <p>A local history study e.g. a study of an aspect of history or a site dating from a period of 1066 that is significant in the locality (Brighton).</p>	<p>rich house and a poor house.</p> <ul style="list-style-type: none"> <li>• Learn about the Schools Act and how this affected the outcomes for the children.</li> <li>• Learn about the changes the railway brought to Victorian society and culture.</li> <li>• Learn about the life of a Victorian child to include schooling, toys and jobs.</li> <li>• Learn about the industrial revolution. Why did people move from the countryside to town? Heavily modelled and formatted essay style question.</li> <li>• Compare using maps and photographs the difference between Brighton during the Victorian period and now.</li> </ul>			
<p><b>Extension and Enrichment Opportunities</b></p>				
<p>Trip to Brighton Jail</p> <p>Victorian Christmas</p>		<p>Viking Day including activities: Battle drills, invading and the Dark arts.</p> <p>Dress up as a Viking for the day.</p>		